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ABSTRACT

This handbook describes the history, objectives and operations of the Resource Development Internship Project (RDIP), a project designed to simultaneously strengthen the educational process and increase the number of skilled personnel working on development problems by placing upper division and graduate students--students who already have the basic package of usable technical skills--as interns in operating organizations. While it is intended primarily to provide information for interns and host organizations participating in or considering RDIP-approved projects, this handbook may also be useful as a general guide for organizing effective professional and administrative internships under a wide variety of circumstances. (HS)

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HANDBOOK

FOR PROFESSIONAL AND ADMINISTRATIVE INTERNSHIPS

HE 003 630

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HANDBOOK

FOR PROFESSIONAL AND ADMINISTRATIVE INTERNSHIPS

RESOURCE DEVELOPMENT INTERNSHIP PROJECT
334 POPLARS BUILDING, 400 E. SEVENTH STREET
BLOOMINGTON, INDIANA 47401

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Under auspices of the
Midwestern Advisory Committee on Higher Education
The Council of State Governments

FOREWORD

This Handbook describes the history, objectives, and operations of Resource Development Internship Project (RDIP) and discusses the ingredients that RDIP believes are essential in conducting internship projects aimed at professional training and development. While it is intended primarily to provide information for interns and host organizations participating in or considering RDIP-approved projects, this Handbook may also be useful as a general guide for organizing effective professional and administrative internships under a wide variety of circumstances.

RDIP acknowledges its debt to earlier programs from whom it has borrowed ideas freely.

The guidelines and procedures described in this Handbook are intended to have broad applicability; however, circumstances will occasionally arise that do not readily fit any mold. For this reason, RDIP allows considerable flexibility for meeting local needs. RDIP will answer questions at any time and will consider making exceptions to its guidelines when there is reasonable justification.

Material in this Handbook was prepared and written by RDIP Associate Director Robert D. Shriner. Comments and suggestions for improvement will be genuinely appreciated. Portions may be reprinted for use elsewhere without prior permission, provided that appropriate credit is given to RDIP and the author.

D. Jeanne Patterson
Project Director

INTRODUCTION

The mission of RDIP is to "organize and encourage professional internships in the development of human, social, and economic resources in order to provide practical training and experience to the interns and useful public service to the areas and organizations in which they serve." With the guidance and assistance of agency officials, experienced specialists in his field, university faculty members and local citizens, the intern carries out a professional project chosen by the host organization. While serving the needs of the host organization, the intern gains practical experience and professional maturity by honing technical skills learned in college against the hard problems of reality. He has an opportunity to apply part of what he has learned in school to the practical needs -- human, social, and economic -- of the region in which he serves.

All Resource Development Interns must have completed at least two years of college work in which they have demonstrated basic technical skill, academic achievement, writing ability, personal maturity, and the capacity and motivation for independent work. They must be citizens of the U.S. and must devote full time to their project during the internship. Nominations come from educational institutions, individual faculty members, and from prospective interns themselves. Final selection is made by the host organization, subject to approval and official appointment by RDIP.

Each intern is guided by a project advisory committee, usually consisting of representatives of the host organization, a faculty counselor, and a technical advisor with related experience. This committee helps define project objectives and suggests methods of approach at the start of the project; but the intern plans and carries out the project with a minimum of supervision and direction.

The final step in each project is usually preparation of a report organizing the findings of the project. The report is written for use by the host organization and must meet normal standards of acceptable professional quality. The report is reviewed and approved by the project advisory committee and by RDIP.

While participating in an approved project, interns receive an educational grant that is normally exempt from income taxes. Upon successful completion of the project, each intern is awarded a certificate of achievement and is included in the Intern Directory, which is available to organizations seeking qualified personnel. They also become eligible for other fringe benefits that may be available in the future.

RDIP services to participating organizations include technical assistance in the design and management of productive internships, educational seminars for interns, certification of approved internships, payment of stipends in the form of an educational grant that may be tax exempt for the intern, assistance in recruiting, and financial assistance for innovative or explorative internship projects.

Funds for the on-going administration of the program are provided by the Office of Economic Research, Economic Development Administration, U.S. Department of Commerce. The program is carried out under the auspices of the Midwestern Advisory Committee on Higher Education of the The Council of State Governments. All or part of the cost of each project is paid by the host organization.

The sections which follow describe the history, objectives, and operations of RDIP in further detail.

PURPOSES AND OBJECTIVES

Expressed in a simple sentence, the overall objective of RDIP is to strengthen the existing education process in a way that will enlarge and improve the pool of professional manpower in development and public affairs. This broad statement of purpose is one which everyone can immediately endorse. However, it is too general to be very meaningful. In order to understand RDIP, it is necessary to look much further into its specific operating objectives, both short and long term, and at the specific problems with which the program attempts to deal.

RDIP is aimed primarily at dealing with four recognized problems. First, there aren't enough experienced and well-trained people who are able to understand and deal effectively with problems of the development and change of human, social, and economic resources. Second, the standard academic programs of colleges and universities are not well suited for producing graduates who can move quickly into responsible operating positions in the design and management of change. Third, the productivity and educational benefit of existing student employment in operating agencies is frequently far below its real potential. Fourth, the existing linkages between educational institutions and operating organizations are inadequate for truly effective exchange of ideas and mutual understanding of problems and purposes.

RDIP bases its activities on the assumptions that these problems can be most effectively dealt with together. RDIP believes it can simultaneously strengthen the educational process and increase the number of skilled personnel working on development problems by placing upper division and graduate students -- students who already have a basic package of usable technical skills -- as interns in operating organizations. Such internships provide three important contributions: service, learning, and experience. The intern gains professional maturity and practical experience through

his internship. The host organization benefits by having its staff supplemented by an intern with usable skills. Operating organizations get more productivity per dollar, and students get more educational benefit, from properly designed internship projects. Cooperation in the planning and operation of internships expands the linkages between educational institutions and operating organizations.

Internships expand the pool of trained professional manpower in two ways. They provide immediate short term expansion of the manpower pool. They also contribute, in the long run, to increased training for a larger number of individuals in the fields of development and public affairs.

In addition to the technical experience which internships provide, they also acquaint the intern with the realities and operating limitations that confront public and private organizations in the design and management of change. While many of the graduates beginning careers in development and public affairs leave college with sufficient skill in the mechanics of social, economic, and physical planning, they are too often unprepared for, confused by, and even unable to adapt themselves to the harsh realities of social inertia, partisan politics, and plain old-fashioned bull-headedness they discover in the field. By providing practical experience within the educational process, RDIP believes theory and reality can be given equal importance in the mind of the intern so that he is better able to work effectively, with a minimum of emotional problems and culture shock, when he begins his professional career on a full-time basis. There are also indications that having this experience makes the intern a better student during the remainder of his classroom education.

To expand the number and effectiveness of internships in the 12-state Midwest region, RDIP provides technical assistance in the design and administration of effective internships for participating organizations; organizes special one and two day seminars for interns; provides financial, technical, and administrative assistance in organizing and carrying out individual internship projects; assists in the recruiting of highly qualified interns; and provides certificates of successful performance to interns whose projects meet its standards.

HISTORY AND ORGANIZATION

RDIP was founded in February, 1971, as an arm of the Midwestern Advisory Committee on Higher Education of The Council of State Governments with funds provided by the Economic Development Administration of the U.S. Department of Commerce. The permanent professional staff consists of a director and an associate director with extensive experience in development, public affairs, and higher education. Office space for RDIP is supplied by the Indiana University School of Public and Environmental Affairs on the Bloomington campus.

The Council of State Governments is a joint agency of all 50 state governments -- created, supported, and directed by them. The Council, organized in 1933, operates today on many and flexible lines to strengthen state government and its public services and to preserve its role in the American public system. It also assists the states in improving their legislative, administrative, and judicial practices; promotes state, local and interstate cooperation; and facilitates federal-state relations.

Since the late 1940's, the Commissions on Interstate and Intergovernmental Cooperation of 12 Midwestern States, ranging from Ohio to Kansas and North Dakota, have comprised the Midwestern Conference of the Council of State Governments. According to revised rules adopted in 1965, "the purposes and objectives of the Conference shall be to foster and encourage governmental cooperation in the Midwest through joint consideration of common problems, the interchange of information, the sharing of knowledge and experience, and, where desirable, the development of joint programs, to the end that state government may be strengthened and improved."

Over the years the Conference has concerned itself with a variety of services -- economic development and growth, higher education, highways and highway safety,

agriculture, tax and physical problems, etc. The Conference utilizes both study and standing committees to investigate specific problem areas and hold annual meetings during the summer, at sites selected by its executive committee upon invitation from one of the member states. The Conference is staffed by the Midwestern Office of The Council of State Governments, which maintains the records of the Conference, its annual meetings and its committees. The office is located at 1313 East 60th Street, Chicago, Illinois 60637.

The Midwestern Advisory Committee on Higher Education is a study committee of the Midwestern Conference of The Council of State Governments, advisory to the Midwestern Conference executive committee. It was formed for the following principal purposes:

(1) to conduct studies or problems relevant to higher education, particularly if they have interstate and multi-state implications in the Midwestern region;
(2) to encourage the development and exchange of accurate and comparative data on matters affecting higher education in the Conference states;
(3) to provide recommendations to legislators in Conference states on the public policy aspects of higher education, with emphasis on matters relating to interstate cooperation;
(4) to conduct studies proposed by the executive committee or the standing committee on education of the Midwestern Conference; and
(5) to cooperate with similar committees of other conferences of The Council of State Government in accomplishing these purposes.

Each state in the Midwestern Conference, through its commission on interstate cooperation or an equivalent agency, may appoint not more than three members of the committee. Members are broadly representative of higher education within each conference state and are chosen from the professional administrative staff of state governing or coordinating boards for higher education, state universities and colleges, private institutions of higher education, and state associations of community, technical or junior colleges or the tax-supported community, technical or junior colleges.

The RDIP staff reports to the Chairman of the Midwestern Advisory Committee on Higher Education. The present Chairman is Donald H. Clark (Vice President of Indiana Vocational Technical College). RDIP's headquarters are located in Bloomington to facilitate communications between the Chairman and the RDIP staff.

The RDIP staff is headed by Project Director D. Jeanne Patterson. Mrs. Patterson holds a D.B.A. in finance from Indiana University, and is Undergraduate Chairman of Indiana University's School of Public and Environmental Affairs. In addition, Dr. Patterson is a member of the Executive Board of Directors of the National Center for Public Service Internships in Washington, D.C. Before joining RDIP she was a Senior Research Associate in the Indiana University School of Business Division of Research where she was involved in several major projects dealing with regional development and planning in Indiana regions, taxation, and higher education planning. She is author of The Local Industrial Development Corporation.

Associate Director Lee Cheaney holds a degree in Sociology/ Psychology from the University of Colorado. Prior to joining RDIP, he was a staff associate with The Resources Development Internship Program of the Western Interstate Commission for Higher Education (WICHE). Mr. Cheaney served on the Board of Directors of the National Center for Public Service Internship and was a student-intern with the WICHE program in 1970.

Similar internship projects carried out on a regional basis and funded in part by the Economic Development Administration are operated by the Southern Regional Education Board in Atlanta, Georgia; the Western Interstate Commission for Higher Education in Boulder, Colorado; and the New England Board of Education in Wellesley, Massachusetts. The oldest of these programs was begun in the South in the early 1960's in cooperation with the Tennessee Valley Authority, the U.S. Department of Labor, The Atomic Energey Commission, and the Appalachian Regional Commission. Although the internship projects in each region have many similarities, the nature and organization of internships varies in each region depending on its own needs and interests.

An important operating objective of RDIP is the development of strong, autonomous state internship programs, maintaining loose affiliation with and receiving technical assistance and recognized certification from RDIP.

Interns from throughout the Midwest get acquainted and share experiences and ideas at RDIP seminars.

GENERAL ORGANIZATION OF PROJECTS

Since a wide variety of activities have come to have the term "internship" attached to them, it is important to provide a clear definition of internships from the perspective of this particular program. The discussion of RDIP's purposes and objectives in a preceding section has set the background and has defined the form and substance of Resource Development Internships in general terms. This section extends that process of definition by examination of the nature of internships and of the key elements and steps that RDIP believes are important in creating sound professional and administrative internships. This section also describes in some detail the administrative practices of RDIP and its relations with interns and host organizations, including how to apply for RDIP approval of projects.

Interns and host organizations will find more important information in the appendices, including a project checklist, terms of intern appointment, and information on previous projects.

Types of Internships

From experience, RDIP has come to recognize three principal types of activities that are commonly called internships. The first type of activity may be called a "work experience internship". This frequently takes the form of a summer job or other temporary or part-time employment in which the student does work of a relatively routine nature under relatively close supervision. Also included in this category are many voluntary activities in which the intern provides various types of "service to others". Examples of this voluntary service are hospital assistance volunteers, child care center helpers and tutoring neighborhood children. The skills demanded are those which can be obtained from a general education at the college freshman level or above. The objectives of such internships are typically to give the student a taste of employment, earnings which will assist him in paying his college expenses, basic familiarity with the workings of his host agency, and/or a sense of satisfaction arising from his charitable participation. The principal differences between the work experience internship and the other two types are the level of technical training required, the level of responsibility given to the intern, and the amount of advanced thought and preparation which has gone into setting up the internship. Although such internships may be beneficial to the students and agencies which participate in them, work experience internships typically do not meet RDIP's certification standards because of their lack of professional content. Only by modification and upgrading, to demand greater professional skill and give greater professional responsibility to the student, will such internships meet RDIP standards. Experience suggests, however, that such upgrading can significantly increase the productivity of the internships both to the host agency and to the intern.

The second type, which includes most RDIP internships, can be called a "professional training internship". The intern is expected to have a basic package of technical skills which he can use in the creation of a specific final product, usually a project report. Emphasis is placed mainly on using professional skills within an operational context. Secondary emphasis is given to development of an acquaintance with general activities of the host organization, political and administrative processes, and other matters which have an indirect effect on the application of a technique. A typical internship of this sort might involve a graduate student in city planning assigned to study land use, zoning, and industrial sites for a local planning

board or a law student assigned to prepare a catalog of federal programs and their potential uses and limitations at the county level for a board of county commissioners. Internships appropriate for undergraduates often involve such tasks as preparation of resource inventories, analysis of questionnaires, and other types of data gathering but also include significant responsibilities for planning and carrying out these activities. The list of 1971 RDIP projects in the appendix provides many other examples.

The third type of internship, which can be called a "legislative or administrative internship", places greater emphasis on processes of interpersonal relations than on creation of a specific product or the use of analytical techniques. An internship of this sort may, for instance, involve a political science student assigned as assistant to an elected official at the federal, state, or local level to do whatever tasks that official might select, ranging from legislative research to drafting of correspondence. The intern would be expected to gain a deeper understanding of the nature of the legislative and political processes than would be possible solely on the basis of classroom training. In another instance, a student might be assigned as assistant to an administrator so that the intern might gain further experience and better understanding of the administrative process by close and continuing contact with the administrator. Also in this category are internships in which an individual who has served previously as an intern is assigned responsibility for administering a number of other interns as well as serving as assistant to a key administrator. Because of their nature, internships of this third type may not have a single project report as their objective. Instead the intern may be involved in a continuous fact-finding process which continually influences the course of immediate events.

The majority of RDIP's interns will normally be of the second type. However, since designing and managing the change of resources and institutions is not solely a technical task, RDIP will always include a number of legislative or administrative internships.

The following pages discuss the steps which should be taken in planning and preparing for a productive professional internship and in carrying out such an internship in cooperation with RDIP.

Defining Project Objectives

The first, and one of the most important, steps in making an internship successful is definition of the goals for the project. If the objectives of the project are too vague or too ambiguous, both the intern and the host organization are likely to be frustrated and dissatisfied with the results. A clear statement of purpose is essential.

Once the host organization has identified its general area of need or interest, it should begin to define particular projects in terms of specific work objectives. If the general objective is to be fact-finding and analysis, as in professional training internships, the mission of the project should be stated in terms of the questions for which the project will seek answers.

The statement of objectives should take into consideration the alternative techniques that might be used for answering the questions which are posed. However, it is important to leave some leeway for the intern to develop and use his own professional judgment in selecting work methods under the guidance of his advisory committee.

Project objectives will be closely related to the time required for the project. Many projects are organized as summer internships ranging in length from ten to eighteen weeks. RDIP summer internships typically are twelve weeks in length. Whatever the length, however, time and project objectives must be coordinated. Both the objectives and the time-table may have to be modified to some extent.

It is important that the relationship between the intern project and the total program of the host organization be defined clearly. While it seems unnecessary to suggest that intern projects should fit systematically into an agency's overall priority structure, proposals are occasionally submitted for projects which appear to have neither any real relationship to the agency's mission nor any real importance to the agency. A project which is not important and useful to the host organization will not be of value to the intern.

In summary, the objectives of each project should be defined in terms of the following elements:

(1) the overall operational mission of the host organization;
(2) the availability of time and money;
(3) the specific questions to be addressed and the possible means for answering those questions; and

(4) the responsibilities to be assigned to the intern (or interns) who will carry out the project.

In addition to these operational objectives, the educational objectives of the project should be defined as clearly as possible. Experience suggests that a project advisory committee is very helpful in defining and refining the objectives of the project and guiding and counseling the intern once the project is underway. The role and the composition of the advisory committee is discussed further in a later section.

Interns Dan Balmert, Notre Dame, and Mike Cervay, University of Cincinnati, debate a point. Both carried out projects for the Ohio Valley Regional Development Commission.

Application for RDIP Approval

In addition to providing assistance in the organization of internships and certifying internships which meet its standards, RDIP provides financial assistance for a limited number of internships. Applications for financial assistance or certification of intern projects should be submitted to RDIP on project proposal forms that RDIP provides. The RDIP staff will assist in the preparation of the formal proposal.

RDIP makes periodic announcements of its intent to offer financial assistance and sets deadlines for the submission of proposals for such assistance. Proposals for summer internships should be submitted to RDIP by March 15. Review and approval by RDIP if normally completed within thirty days.

Applications for RDIP certification of internships which do not involve financial assistance can be submitted at any time prior to completion of the internship.

Discussions of prospective future internships and possible financial assistance can be initiated by an agency at any time by contacting RDIP.

Project proposals requesting RDIP financial assistance are evaluated on a competitive basis. Principle points of consideration are these:

(1) priority and significance of the proposed project to the host organization;
(2) likely professional and educational impact of the project on the intern;
(3) innovative nature of the proposed project;
(4) likely consequences of the proposed project in terms of expanding utilization of interns within the host organization or the area it serves;
(5) demonstrated capability of the host organization to provide significant professional and educational opportunities; and
(6) likely consequences of the project in terms of increasing the number, effectiveness and durability of linkages between the host organizations and educational institutions in its area.

All internships approved by RDIP for financial assistance or certification must show a significant level of professional and educational opportunity for the intern.

Almost every project will involve preparation of a project report. To some, the preparation of a project report may seem to be an unnecessary requirement. However, experience suggests that the requirement of a report serves to focus the efforts of the intern and the host organization and to prevent the diversion of the intern's time and effort into other activities that he or the organization might find of short-run benefit. While RDIP does not require that every internship produce a project report, it will waive the report requirement only if it has convincing evidence that the intern's work will have a clearly defined and maintainable focus and that the project will not deteriorate into a series of purely clerical tasks for the host organization.

Interns Dave Knudson and Pam Neuharth talk about their projects with South Dakota intern coordinator Thomas Maher in the State Capitol.

Recruitment and Appointment of Interns

The best way to recruit a qualified intern is to contact nearby schools offering graduate or undergraduate majors in the fields most related to the project. Individual faculty members who have worked with the host organization previously may serve as initial points of contact. Otherwise, inquiries should be directed to chairmen of the respective departments and to student placement officials.

To assist in the recruiting of qualified interns for the projects which it has approved, RDIP will provide project announcement forms to host organizations for their distribution to educational institutions. These forms are similar to those used by educational institutions to solicit applications for scholarships, assistantships, and similar positions in the academic community.

Screening and selection of qualified interns is carried out by the host organization. After selection by the host organization, RDIP reviews the qualifications of the candidates who have been selected before officially appointing the individuals as Resource Development Interns.

The basic requirement for appointment as a RDIP intern is that the individual must be a student who has completed at least two years of college work in which he has demonstrated basic technical skills, academic achievement, writing ability, personal maturity, and capacity and motivation for independent work. In addition, interns must be citizens of the United States and must devote full time to their project during the internship.

RDIP sends a formal letter of appointment to each intern on or before the time he begins his project. This letter designates him as a Resource Development Intern, states the terms of his appointment, the length of the project, the host organization, the stipend to be received, the timetable for payment of stipend and for completion of the project, and transmits other information, including a copy of this Handbook. A copy of the appointment letter is sent to the project supervisor, and, when appropriate, to the state intern coordinator.

Role of the Advisory Committee

Internships provide three important elements: service, learning, and experience. The intern gains professional maturity and practical experience through his internship, while the host organization benefits by having its staff supplemented by an intern with useful skills. The role of the intern in the host organization is analagous to that of a "junior consultant". Like a consultant, the intern is not truly a part of the agency staff but he works closely with it. Interns are placed on assignment to carry out a professional task for which they have the basic technical skills.

The professional judgment and experience that is the stock and trade of a good consultant is something the intern typically lacks, however. Therefore, a major function of the project advisory committee is to contribute professional judgment and to encourage the intern to develop his own.

The project objectives are defined by the project advisory committee, in consultation with the intern, in such a way that the intern has some flexibility in how the project is carried out. The intern works in continuing coordination with the advisory committee. They collectively and individually provide him with guidance, with local liaison, and with technical advice whenever these are needed. But the intern is expected to assume responsibility for completing the project and preparing the final report within the time allotted. If unexpected difficulties arise which make the project impossible to complete, the intern works with the advisory committee to redefine the project into something more realistic.

It is the exercise of this responsibility and the development of professional judgment that goes with it that is at the heart of the internship concept as seen by RDIP.

The project advisory committee normally consists of representatives from the host organization, a faculty counselor, and a technical advisor with related experience. The intern's supervisor serves as chairman of the committee. The composition of the committee must be such that it will guarantee adequate consideration of the three important concerns: operational objectives of the host organization, linkage of the intern experience to the education process in general, and accessibility to professional advice and to information derived from experience with similar

projects carried out previously. In a few cases a single committee member may serve in more than one role, with the concurrence of RDIP.

Interns work under the guidance of a project advisory committee set up by the host organization. Intern Lynn Henry, center, a University of Missouri law student, confers about his work on a multi-county law enforcement planning project. Committee members, left to right, are Arthur Gutfahr, Executive Director, South Central Ozarks Regional Planning Commission; Judge Wm. C. Scott, committee chairman; Dr. Marvin Green, Southwest Missouri State College; and Cpl. Harold Crafton, Missouri Highway Patrol. Not shown is Rev. Ernest Israel, Missouri Association for Social Welfare.

Project Work Plans: Getting off on the Right Foot

The advisory committee helps to define project objectives and suggests methods of approach at the start of the project; but the intern plans and carries out the project with a minimum of supervision and direction. To begin the project on the proper footing, RDIP recommends that a formal meeting of the advisory committee be held on the first day of the internship. This helps to insure that the intern has an opportunity to meet each member of the committee so that he will feel free to contact them individually during the project. It also helps assure that the committee members and the intern understand and agree upon the purposes of the project.

At this initial meeting of the committee, if not before, the intern should be asked to prepare a relatively detailed plan of work for carrying out the internship project within the allotted time. This work plan should be completed within the first two weeks of the internship and submitted to the intern supervisor, who in turn should circulate it among the other members of the advisory committee for comment. If revisions in the work plan are necessary, they should be made as quickly as possible. By the end of the third week, any changes in the work plan should be agreed upon and actual work on the project should be well along. A copy of the work plan approved by both the intern and the project supervisor should be forwarded to RDIP no later than the end of the fourth week.

In preparing the work plan for his project, the intern should make clear what tasks are to be performed, how long they are expected to take, when they will begin and end, etc. Normally, the work plan will be in the form of an outline about two typewritten pages long. The plan should show how the work will be completed within the available time. If the project cannot be completed within the available time, then revisions should be made either in the project or in the timetable. Under some conditions, the intern and the host organization may agree that the entire time of the internship will be devoted to gathering information and to analysis and that the intern will prepare the report after leaving the organization. If such arrangements are made, they should be indicated in the work plan. The work plan should include <u>all</u> steps needed to complete the project and a time-table for their execution.

A common error in preparing the project workplan is to allocate too little time for preparation of the report.

Writing the first draft of a project report seldom can be done in less than one week, and one-and-a-half to two weeks is more common. The task will take even more time if the report is begun without a clear structure in mind. Too often it is discovered at the last minute that more research is needed in order to fill an important gap previously unnoticed. The best way to avoid such difficulties is to prepare an outline for the report at the same time the project workplan is prepared. As work progresses, this working outline can be filled-in in more detail or modified to fit newly encountered circumstances. It will be possible to begin writing parts of the report early in the project instead of leaving all writing until the last few days. Preferably, the workplan should include intervals for working on parts of the report during the middle weeks of the project as well as during the final weeks.

Educational seminars provide an important link between internship experiences and academic work. Left to right, interns Sarah Boros, Clyde Wootton, Dick Jackson, and Warren Pflantz discuss preparation of project reports and other facets of their internships.

Payment of Stipend

Resource Development Interns receive an educational grant for their participation in the program. Depending on the status of the intern, the proceeds of the grant may be exempt from federal income taxes.

Normal procedure for the payment of stipends is by RDIP check to the intern. RDIP receives the funds for payment of stipends from the host organization under the terms of an agreement between the organization and RDIP made at the time the project is approved. In some cases, the intern may be paid directly by his host organization when such a procedure is preferred by the organization; but payment tied directly to employment in the organization is not usually recognized as an educational grant and hence is normally subject to income taxation.

Under normal arrangements, Resource Development Interns are not legally defined as employees of the host organization and are not covered by the organization's regular employee benefit programs, if any. Interns are "assigned" to an organization by RDIP for completion of a specific project which has educational benefit to the intern and operational benefit to the host organization. Intern stipends are paid for participation in a specifically defined activity with significant educational benefit. They are not paid primarily on the basis of "time on the job", although interns are expected to devote their full time to the project and the duration of the project affects the total size of their stipend.

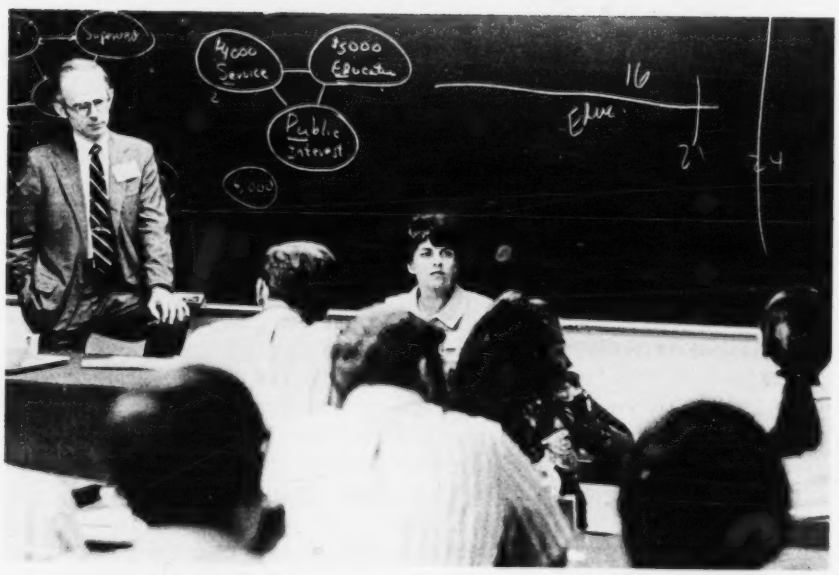
Total value of the stipend will normally be paid to the intern in five equal installments. The first installment is paid on or immediately after the start of the project. The final installment is paid when the project has been completed, following a letter from the project supervisor to RDIP indicating that the project report has been accepted by the host organization or that other terms of completion have been satisfied. The three intermediate payments are delivered at equal intervals during the internship. The exact dates of each installment are indicated in the letter of appointment for each intern.

Each stipend check except the final one is mailed to the project supervisor, who is responsible for giving it to the intern on the stated date. Stipends are paid in anticipation of continuing satisfactory performance. Delivery of stipend checks to the intern by the supervisor

is recognition of the intern's satsifactory performance to that time. If the performance of an intern is unsatisfactory, RDIP should be notified at once so that changes in the stipend payments can be made. After all work on the project has been satisfactorily completed, the final stipend check is sent directly to the intern by RDIP.

At its discretion, RDIP may withhold delivery of the third stipend payment until it has received a copy of the project workplan that is mutually agreeable to the host organization and the intern.

Other information regarding stipend payments and the treatment of other expenses related to intern projects is provided in Appendix A.



RDIP seminars bring interns together with experts on development, public affairs, and education. Here Donald J. Eberly, Executive Director of the National Service Secretariat, Washington, D.C., and Dr. D. Jeanne Patterson, Director of RDIP, lead a discussion session.

Meeting Project Deadlines

In order for both the intern and the host organization to get full benefit from their cooperative effort, it is essential not only to have an overall objective in mind but also to have a series of well-defined activities agreed upon and a time-table for carrying out these activities.

It is important that the time-table be adhered to or modified with mutual consent. For the benefit and protection of both interns and host organizations, RDIP requires that all project work, including final submission of a satisfactory draft of the project report to the supervisor, be completed within four weeks after the intern leaves the host organization. Minor editing or revision of a draft report that is substantially acceptable is not considered as a failure to complete project requirements on schedule. If this deadline is not met, RDIP will reduce by one-half the final stipend payment to the intern. If all work has not been satisfactorily completed eight weeks after the intern leaves the host organization, RDIP will terminate the project and withhold all of the final stipend payment.

If activities on the workplan agreed upon by the intern and the project supervisor do not proceed as scheduled, the workplan should be modified. If the original workplan cannot be completed during the available time, a new workplan should be prepared, agreed upon, and forwarded to RDIP. If necessary, RDIP will agree to move its deadlines if the intern and/or supervisor provide reasonable justification for doing so.

RDIP Educational Seminars for Interns

An important part of the educational component of Resource Development Internships is a one- or two-day seminar arranged by RDIP and attended by each intern. RDIP pays the cost of setting up these seminars and may also pay some or all the cost of travel, meals and lodging related to the seminar for interns on projects receiving RDIP financial support.

The educational seminar provides an opportunity for each intern to meet other interns from throughout the Midwest and to gain a better understanding of the total development process and his relation to it. The seminar also provides a short, pleasant change of pace, with a mixture of learning opportunities and recreation. The sharing of experiences and problems, through casual conversations and seminar discussions, seems to put things in better perspective and to bring questions to the surface.

The scheduling and location of seminars is determined largely by the distribution of interns throughout the region. A minimum of twenty interns is considered necessary to create the desired educational chemistry; any more than forty tends to make serious discussions difficult. In 1971, two summer seminars were held: at the Indiana University campus in Bloomington in late July and at the State Game Lodge in the South Dakota Black Hills in mid-August.

Under certain conditions, RDIP will permit a specially designed class arranged by a local college or university to substitute for the RDIP seminar if the class is consistent with the intern projects involved and provides the linkage between regular academic programs and the practical experience of the internships that is desired.

RDIP will contact interns and project supervisors several weeks before the seminar to arrange for the intern to attend.

Preparation of Project Reports

The task or organizing information and presenting it effectively in a project report is typically one of the most difficult and challenging parts of an intern's assignment. In almost every case it will be the largest single assignment an intern has undertaken. It presents problems of organization and exposition that are different from those usually encountered in college term papers or theses. The project report must be viewed as a matter of considerable importance to the host organization and to the intern. The following paragraphs therefore discuss the purpose of the report, as well as suggestions for its preparation. Technical requirements are set forth in Appendix C.

The intern project report is intended primarily to be the means by which the intern turns over to his host organization the product of his efforts on the intern project -- just as a professional consultant would deliver his findings to a client in the form of a written report or as a professional planner would organize his information and proposals for consideration by his superiors.

The project report is viewed as an important part of a professional internship because the preparation of reports presenting information upon which decisions will be based is a common -- almost inescapable -- part of most professions dealing with public affairs. Such reports are the "package" in which the results of research and analysis are presented to the client or employer (in this case, the host organization). Occasionally, it will consist only of an organized presentation of data which has been collected for the project. In many cases, it will include a detailed analysis of such data, plus specific recommendations for action. In general, the content of the report is defined by the project description in the proposal prepared by the host organization and approved by RDIP.

The detailed content and format of the project report should be jointly worked out by the intern and his project advisory committee at the earliest possible date. As the "client", the host organization (usually represented by the project supervisor) should make the objective of the project and the intended use of the final report as clear as possible. As the "professional", the intern should do his utmost to reach the objectives set for the project and for the report, adhering always to reasonable standards of professional integrity with regard to the information included in his report.

Depending upon its objectives, the host organization may want to use the report for internal information only or to give it wide circulation. It is under no more obligation to distribute copies of the intern's report than it would be to distribute copies of any other document prepared with public funds. The decision concerning distribution is in the hands of the host organization. RDIP's only requirement with regard to distribution is that a specified number of copies be made available to it for distribution to the intern, to agencies from which it has received support, etc., and that the preparation and printing of the report meet certain minimum standards of professional quality. To assure itself that these standards will be met, RDIP examines all reports prior to final printing and, to assist host organizations and interns in meeting minimum standards, will provide suggestions or review report drafts at any time. RDIP will also provide copies of previous reports which can serve as useful examples.

Questions occasionally arise concerning material that is indirectly related to the project. Where certain information is considered not appropriate to be in the report itself, such as suggestions for further research and analysis in a report to be used for promotional purposes, it can be left out of the report and put in a memorandum to the committee chairman. Other information that can properly be regarded as "confidential" or "sensitive" but important to the host organization can also be put in memoranda rather than in the published report.

An observation on the relationship between "academic freedom" and "professional integrity" may be warranted at this point. Both these concepts spring from the recognized importance of separating the objectivity of scientific inquiry from the subjectivity of personal opinion. Neither concept implies that an individual operating in a professional or academic role has unbridled freedom to assert his <u>personal</u> views without being challenged. Both are meant to safeguard the individual in the presentation of his <u>professional</u> or <u>scholarly</u> findings for the consideration of his client or academic associates. In this regard, the project report is not intended merely to serve as a means of self-expression for the intern, perhaps giving him an opportunity to "tell it like it is". The report is also not an appropriate place for platitudes, euphemisms, and other statements that largely misrepresent the true state of affairs. The report should present the facts of the project in a way that is organized and informative. Its contents should be based on sound data and valid analysis. And, when appropriate, it should

argue persuasively for specific recommendations included in its contents. An important ingredient in resource development and in public affairs generally is the professional ability to analyze, understand, design, and create change. It serves no useful purpose to defend as TRUTH views that others will not or cannot accept and that may actually delay the progress of change. Likewise, it is not useful to oppose accurate information about the existing state of things merely because it is not the condition that may be wished for.

Clearly, the project report is not intended to be "some kind of term paper" written by the intern to satisfy RDIP requirements. Nor should it be viewed as something the intern has to do "in addition to" the project he is carrying out for his host organization. These are misconceptions of the purpose for the report. The report is merely the "package" in which the results of the intern's project are presented officially to the host organization for the use it has chosen. Preparation of the report is intended to be an important part of the total "professional development experience" which the internship in meant to provide.

One of the most significant differences between the preparation of professional reports for publication and school reports the intern has prepared previously is that professional reports involve more "participation" of other people in the final product. School reports are typically prepared by a single individual or, in some cases, a small team and are submitted to an instructor for grading, with no subsequent revision required. This corresponds with only the first step in preparation of most professional reports. Early drafts of professional reports are normally circulated to a number of people for comment, revisions are then prepared, and the report is again circulated for further comments. This process helps assure that no important matters have been unintentionally overlooked in the report and that the report presents its findings in a fairly straight-forward, understandable manner. Several revisions may be needed to obtain a report of the required quality.

To an intern who has no previous experience except his school work to guide him, this process of review and revision can be a bit frightening. Sometimes, if he doesn't understand the real reasons why it is done, he may jump to the conclusion that his work is being improperly subjected to censorship and that his creative freedom is being undermined by this process of review. This is not the case at all.

Professional reports are not "graded" like term papers; they are revised and improved until they satisfy good professional standards. This process of review is an important part of the educational component of the internship since it may be the first time the intern has had an opportunity to revise his written work after someone else has examined it. This experience typically gives the intern a new and deeper appreciation for "effectiveness of expression" in his work. It also is an introduction to good professional practice carried out in almost every experienced organization.

The mark of a good editor is his ability to indicate to the author what steps may be needed to strengthen a piece of writing without imposing his own style on the author in the process. One of the most difficult tasks project supervisors have is helping the intern to strengthen his report without actually doing the rewriting for him.

Prior to publication, each report must be reviewed and approved both by the host organization and by RDIP. Many host organizations have found it helpful to include RDIP in the review process beginning with the first draft. At that point RDIP can make note of any difficulties that appear from its standpoint so that they can be corrected prior to final typing. Once the host organization and RDIP agree that the report is, in general, satisfactory even though minor revisions may still be required prior to publication, the project supervisor formally notifies RDIP that the host organization has accepted the report and authorizes release of the final stipend check to the intern. Payment of the final stipend check does not have to wait on actual publication of the report.

Normal practice is that at least 100 copies of the report are published. Of this number, RDIP receives 15 copies for distribution to the intern and key despositories and for retention in a permanent master file. By mutual agreement, either RDIP or the host organization may obtain additional copies by paying any additional cost involved.

Technical information on RDIP standards for publication of reports is presented in Appendix C.

Final Certification of the Internship

Each intern receives a letter of appointment as a Resource Development Intern when he undertakes an RDIP-approved project or when a project he has already begun is approved by RDIP. After the approved project has been completed to the mutual satisfaction of the host organization and RDIP, the intern also receives a certificate of completion from RDIP in permanent recognition of his achievement. Along with a copy of his project report, the RDIP certificate of completion is tangible evidence of his internship that the intern can show with pride in years to come. This is a form of income from his work that the intern can "spend" over and over again without reducing its value.

A small number of interns, whose performance and achievements exceed normal standards by a large margin, may be selected by RDIP to receive certificates noting that their internship was carried out "With Special Distinction". Important factors in the selection of these outstanding interns are letters of commendation received from host organizations and the quality and effectiveness of project reports.

Interns who satisfactorily complete their projects also become eligible for listing in the permanent directory of RDIP interns and will receive other fringe benefits that become available in the future. Certification and other benefits are not granted unless the intern satisfactorily completes an approved project within the time period agreed upon.

Evaluation of Projects and Programs

One of the hallmarks of RDIP's operations is its continual appraisal of the internships it approves, of the programs used to create and conduct internships, and of its own administrative practices and standards of performance. Each project or group of projects is evaluated at several stages. The project is evaluated before it is approved by RDIP, it is monitored by RDIP while it is in progress, and a formal post-project evaluation is conducted after the project has been completed. Interns, project supervisors, and members of the advisory committee participate directly in the evaluation process by filling out evaluation questionnaires sent to them by RDIP at various times, sometimes on a random basis. It is this process of continual evaluation and quality control that helps make RDIP internships special.

Continual appraisal of its efforts is an RDIP hallmark. Director Jeanne Patterson and former Associate Director Robert Shriner talk about project structure after a discussion with some interns and project supervisors.

Handling Problems During the Project

Most internship projects proceed without major difficulties if they have been adequately planned. However, unexpected difficulties occasionally arise in even the best planned projects. When this happens, prompt action may be needed to prevent the project from being significantly delayed. Problems that affect progress of the project or that involve difficulties in relations between the intern and the host organization should be brought to RDIP's attention promptly.

The project supervisor and the intern normally have close relations with each other. Although the intern is not closely supervised, he keeps the supervisor well-informed of progress and problems and seeks the counsel of the supervisor when questions arise. The supervisor, in turn, encourages the intern to seek advice but to make many decisions himself. The supervisor answers questions or helps the intern find others who can provide answers, including the other members of the advisory committee and the RDIP staff.

The project supervisor will normally be able to answer most questions about arrangements of the internship on the basis of information in this Handbook. However, the Handbook can never cover all events. When special interpretations are needed, either the supervisor or the intern should contact RDIP (or RDIP's designated state coordinator) for an answer.

In the past, RDIP has been able to serve as a confidential counselor to interns and to host organizations when minor difficulties arose. The RDIP staff can make discreet suggestions that may correct problems before they become serious. It can also deal with unexpected complications, such as unexpected notification of military reserve duty and similar personal problems. RDIP views this counselling role as an important one and encourages interns and host organizations to call whenever questions arise. RDIP tries to be effective both as ombudsman and as technical advisor.

RDIP may also take action on its own if it believes there is a problem or deficiency in a project that could affect its completion. RDIP's first steps will normally be taken on an informal basis to advise the intern and/or the host organization of its concern and to suggest possible remedial action. If informal action does not succeed, more formal steps will be taken. In very extreme cases, RDIP may even withdraw its approval of a project or terminate the appointment of an intern. It has never yet been necessary for RDIP to take such extreme action.

RDIP must approve significant changes in project content, approach, or work schedule. Changes in project completion deadlines will be considered by RDIP whenever reasonable justification is presented by either the intern or the host organization.

RDIP emphasizes individual responsibility, judgment, and professional maturity. Intern Mike Jinks, a graduate student at the University of Nebraska, concentrates during a seminar presentation.

Relations Between RDIP and Host Organizations

RDIP's relations with host organizations vary widely, depending on local needs and local laws. The common thread in every relationship is concern that intern projects be genuinely useful and cost-effective to the host organization and, at the same time, that they provide a significant professional and educational opportunity to the intern.

After initial contact has been made with a prospective host organization, RDIP's first steps will be aimed at getting better acquainted with the goals and activities of the organization, at identifying key personnel who are directly concerned with the development and/or supervision of intern projects, and at clarifying for the organization the goals and activities of RDIP. Since RDIP's activities are spread over 12 states comprising 20 percent of the total land area of the U.S., these early steps most often take place by phone and letter and less often by actual visits to the organization.

RDIP's services to participating organizations include technical assistance in the design and management of productive internships, educational seminars for interns, certification of approved internships, payment of stipends in the form of an educational grant that may be tax exempt for the intern, assistance in recruiting, and financial assistance for innovative or explorative internship projects. Other services may also be provided if they are consistent with RDIP's basic mission.

Technical assistance in designing internships that will be carried out in cooperation with RDIP is provided at no cost to the organization. Technical assistance in designing other types of student employment programs can be provided only on a limited basis, depending on the availability of staff time, and will require cost reimbursement for time and travel in most cases. No charge is ever made for informal assistance and counsel provided by phone or letter, however, Within the limits of its staff capacity, RDIP will provide whatever help it can on an informal basis to host organizations and to education institutions.

After RDIP and an organization have gotten acquainted, RDIP is frequently asked to cooperate in internship projects contemplated by the organization. If RDIP's participation is to be in the form of approval of projects and certification of interns (i.e., "accreditation"), the host organization is asked to provide evidence that the projects meet RDIP standards.

If the organization wishes to apply for RDIP financial assistance, either in response to a request for proposals or by an unsolicited proposal, similar evidence is required along with information that will indicate the priority of the proposed projects to the organization and the method for funding the balance not covered by RDIP. Applications for either type of project approval can be submitted on a single form provided by RDIP. RDIP will assist in the preparation of the proposal. (See earlier section, "Application for RDIP Approval").

Once RDIP agrees to provide financial assistance or "accreditation" for one or more projects within an organization, a memorandum of agreement is written, incorporating the proposal submitted by the organization. In the typical case, arrangements are made at that time for the transfer of enough funds to RDIP to cover stipend payments. The nature of these arrangements necessarily varies, depending on local laws. If a formal contract is necessary, The Council of State Governments may execute the contract on behalf of RDIP. RDIP's financial records are audited regularly by The Council of State Governments and are subject to audit by the U.S. Department of Commerce and the General Accounting Office.

In general, RDIP seeks to place accountability for funds at the point of actual control. Consequently, RDIP normally disburses stipend payments only and the host organization handles all other disbursements.

At the discretion of the host organization, project reports can either be published by RDIP or by the organization. This is decided at the time the project is approved. Copies of RDIP-published reports are available for examination. If the host organization prefers to publish the report itself, it must agree to meet RDIP's publication standards (see Appendix C).

RDIP procedures are intended to protect both the intern and the host organization. If a problem arises between the intern and the host organization, or if the organization is dissatisfied with the intern's performance, RDIP should be notified at once. If the matter cannot be resolved to the mutual satisfaction of RDIP, the intern, and the host organization, RDIP can terminate the project and instruct the intern to turn over all project materials to the host organization. Similar procedures would apply if the intern failed to complete the project report by the stated deadline. In most cases, any funds remaining from unpaid stipends would returned to the host organization.

In establishing continuing relations with an organization, RDIP prefers that a single official be designated to act as coordinator for internships and as RDIP's principal contact within the organization. Where multiple internships are conducted in a single organization, the coordinator is expected to be a key official whose responsibility encompasses all areas in which interns are working, or multiple coordinators may be designated, at the discretion of the organization head. Many organization heads prefer to act as the RDIP liaison themselves and designate an alternate with whom RDIP can deal in their absence.

RDIP will accept proposals for internship projects at any time. Proposals need not conform strictly to the format of existing projects but should include evidence that attention has been given to the factors RDIP normally uses to evaluate proposals. (See earlier section, "Application for RDIP Approval") Informal discussion of ideas with the RDIP staff before preparation of a formal proposal will normally save lost motion for both the organization and RDIP.

RDIP's flexibility in adapting to local needs is one of its strongest assets, according to comments by previous host organizations. Like a good service organization, RDIP's position is "If you don't see what you want, ask. Maybe we can get it."

APPENDICES

APPENDIX A

TERMS OF INTERNSHIP APPOINTMENT

Eligibility

Interns must be citizens of the United States who have completed at least two years of college work and must be enrolled full-time in a college or university in the semester immediately preceding the internship or must provide proof of intent and acceptance for full-time enrollment in the semester immediately following the internship. Interns are expected to possess basic technical skill in a professional field or discipline, academic achievement, writing ability, personal maturity, and the capacity and motivation for independent work. Final selection is made by the host organization, subject to approval and official appointment by the Director, RDIP.

Length of Appointment

Interns are normally appointed for a period of 12 weeks during the summer or, during the academic year, for the full duration of a semester or quarter. Except under special circumstances approved by RDIP, internships are not less than 10 weeks but may be of any length approved by RDIP. The exact length of the internship is specified in the letter of appointment by RDIP to each intern. The exact starting and ending date of each project is arranged by joint agreement of the intern, the host organization, and RDIP. For convenience, most projects begin on a Monday.

Stipend

Resource Development Internships are considered educational programs for which interns receive an educational grant, paid by installments in advance in anticipation of continuing satisfactory performance. The value of the educational grant to be received, the conditions of its award

and the schedule for its payment is specified in each intern's letter of appointment from RDIP. Depending on the circumstances of individual interns, the proceeds of this grant may be exempt from federal income taxes. However, interns should consult a qualified tax advisor to determine the taxability of the grant if they have doubts about their own circumstances.

Travel and Other Expenses

Interns will not be reimbursed for travel expenses incurred by the intern in relocating to the project site, nor for expenses of regular meals and lodging while carrying out the project, nor for daily commuting expenses. Reimbursement for travel necessary for execution of the project is made by separate agreement between the intern and the host organization in accordance with existing laws and regulations. Reimbursement for travel to attent RDIP educational seminars is by separate agreement between the intern and RDIP or the host organization, as appropriate. In general, interns are reimbursed for expenses related to execution of the project and to attendance at RDIP seminars but not for normal living expenses while serving as an intern.

Working Role of the Intern

During the term of the internship, the intern shall not be considered as an employee, agent, or representative of RDIP or of the organization to which the intern is assigned unless written agreement to the contrary exists. Since interns are not considered employees either of RDIP or their host organizations, no workmen's compensation, social security, or unemployment insurance is in effect, nor is any medical insurance provided for interns by RDIP or host organizations. For purposes of the internship, the intern will be assigned to a project supervisor within the host organization who will oversee the internship project and serve as a member of the project advisory committee.

College Credit for Internships

Interns may arrange to receive college credit for their internships, if such credit is available through their own or some other institution. Pursuit of such credit must be considered as secondary to an intern's project assignment. To obtain credit for his internship, an intern should be prepared to write two reports, if necessary -- one report satisfying the terms of the internship and another satisfying the requirements for any academic credit he may undertake.

Absences and Other Compensation

Interns appointed to a full-time assignment shall not work for other compensation during the internship or be enrolled in course work other than "independent study" in connection with the internship project, except with prior written consent of RDIP. (See "College Credit for Internships" above.) Any absence from the project exceeding one day due to illness, personal circumstances, or other reasons must be reported to the project supervisor and RDIP.

Termination of Internship

If an early termination becomes necessary on the part of the intern or the host organization, written notice must be given to RDIP and the project supervisor (or the intern, as appropriate) no less than two weeks prior to the proposed termination date. A proportional reduction in stipend will be arranged on the basis of project status and date of termination. Notwithstanding this notice requirement, RDIP reserves the right to terminate an intern's appointment and stipend payment immediately for violation of the terms of appointment or for misconduct.

Personal Liability

State laws governing personal liability vary. The intern is expected to procure and maintain, at his own expense, such comprehensive liability insurance as is required by state laws governing at the internship site, since regular or occasional travel may be required during the internship.

Special Circumstances

The project supervisor or members of the project advisory committee will provide information and cousel regarding special circumstances, local arrangement, or problems that may arise in carrying our the internship project. If they cannot provide satisfactory answers on any matter, the matter should be referred to RDIP. For example, if circumstances warrant, RDIP will consider proposals for amending the length or topic of the project or will take other action it considers appropriate in the mutual interest of the intern, the host organization, and RDIP.

APPENDIX B

DUTIES OF THE PROJECT ADVISORY COMMITTEE

An important part of each internship project is the role played by the Project Advisory Committee in guiding and assisting the intern to carry out the project. In general, the committee includes a minimum of three members in addition to the intern: (1) a representative of the host organization who serves as chairman of the committee and to whom the intern is responsible; (2) a faculty member, either from the student's school or in some cases another nearby school with which the host organization has close ties, who may help in planning the project and can provide academic counsel to the intern when necessary; and (3) a technical member, usually neither a part of the host organization nor of the faculty, who has practical experience in carrying out similar projects and whom the student can contact (at least by phone) for guidance on the handling of the technical problems that arise during the project.

At the discretion of the chairman, other members may also be designated and may be very helpful, for example, in helping the intern to make local contacts that are needed to complete the project. Size of the project advisory committee is not specified by RDIP. The committee should be large enough to provide the necessary guidance and assistance yet small enough to function efficiently. Under certain circumstances and with RDIP approval, a single individual may satisfy more than one function on the committee.

Meetings of the project advisory committee vary among projects. RDIP recommends that the full committee meet at the very beginning of the project so that the committee members and the intern have an opportunity to get acquainted and to make certain that the goal of the project is clearly understood by both the intern and the committee members. Thereafter, the intern should have easy access to the chairman and to the other committee members; and further meetings of all or part of the committee should be tailored to the

preferences of the intern and the chairman. At the end of the project, the committee should meet to review and approve the project report.

Responsibilities of the Chairman/Project Supervisor:

(1) Organizing the project committee and insuring that the basic project plan is formulated before the project begins.

(2) Providing guidance and overall supervision of the intern's effort to assure successful completion of the project.

(3) Convening meetings of the project advisory committee.

(4) Arranging for office space, clerical support, and work materials that will allow the intern to work effectively; and arranging for typing of the final report.

(5) Providing support and assistance to the intern in making local contacts related to the project.

(6) Providing local publicity for the project, when appropriate.

(7) Controlling project expenditures.

(8) Notifying RDIP of proposed major changes in the project that may appear desirable after the project has begun, or of other difficulties that may arise during the project.

(9) Delivering to the intern the stipend check furnished by RDIP on the dates stipulated by RDIP (in the event of unacceptable progress on the project, RDIP should have been notified so that appropriate changes in the payment schedule can be agreed on).

(10) Advising and assisting the intern in the preparation of his final project report.

(11) Reviewing the final project report prepared by the intern and certifying its acceptance by the host organization to RDIP.

(12) Evaluating the completed project and related matters, using standards recommended by RDIP.

(13) Distributing copies of the project report to the intern, the committee members, and to other interested agencies and individuals.

Responsibilities of the Technical Member:

(1) Providing technical assistance as required by the nature of the project.

(2) Being available (at least by phone) to advise on technical problems.

(3) Advising and assisting the intern in the preparation of his final project report.

Responsibilities of the Faculty Member

(1) Assisting in the recruiting and final selection of the intern.

(2) Participating in the development of projects and advising as to the educational and training value, as appropriate.

(3) Advising and assisting the intern in the preparation of his final project report.

(4) Suggesting ways in which interns returning to campus can be utilized as resources in classes, seminars and other parts of the academic program.

(5) Advising the intern regarding the possibilities for enrolling in college credit hours in connection with his internship project and the appropriateness of this approach for his specific project.

APPENDIX C

PUBLICATION STANDARDS FOR REPORTS

Intern project reports are published either by the host organization or by RDIP. The same minimum standards apply in either case. RDIP will provide copies of previously published reports upon request. These indicate the general quality of materials and workmanship expected. All reports must be reviewed and approved by RDIP prior to publication.

Standard Format

Covers: Reports published by RDIP will use the standard cover format devised for RDIP by the publishers. This is a colored band down the left side of the cover, incorporating a reversed RDIP logo $1\frac{1}{2}$" in diameter centered in the color band $1\frac{1}{2}$" from the top of the page. Reports published by the host organizations may use a standard RDIP format or may use their own standard format in which is incorporated a $1\frac{1}{2}$" RDIP logo. A black-and-white "camera ready" copy of the standard RDIP "local publication" cover can be provided upon request. Lettering can be added directly to this sheet (either with a typewriter or using any of the usual lettering methods). The cover copy can then be "copied" and printed by offset to produce an attractive cover for the report. Alternatively, RDIP can provide pre-printed cover stock on which the logo and color bar are already printed. The local host can then use this stock to print cover information locally. Organizations wishing to use their own design can cut the RDIP logo out of the standard format sheet and use it in their design.

To insure that all co-sponsors and cooperating organizations receive credit for their support of the internship project, we ask that all acknowledgements go on the title page and that the wording on the cover be limited to (a) the title of the report, which may include the name of the locale, i.e., "Community Development in the Lake of the

Ozarks Region", (b) the name of the intern author, and (c) the month and year of the report.

Title Page: The title page should be the first page inside the report cover. It should show the title, author, and date of the report. In addition, it should list the organizations that cooperated in making the report possible, listing first the local organizations, then the state and regional groups, and then the federal agencies who cooperated. EDA and RDIP should always be listed last. The members of the intern advisory committee should also be credited on the title page.

RDIP Standard Foreword: The second page following the cover should be the RDIP foreword, a camera ready copy of which is available from RDIP.

Table of Contents: The third page following the cover should be the Table of Contents showing the page numbers of the various sections, illustrations, tables, etc., included in the report. Where space allows, this page may also include a short abstract summarizing the findings and recommendations of the report.

Abstract: In most reports it will be desirable to include a brief (100 to 150 words) abstract of the findings and recommendations of the report. This should go either on the same page or the first page following the Table of Contents. The abstract should always be limited to a single page.

Body of the Report: The body of the report should begin immediately after the Table of Contents and Abstract. Introductory remarks by anyone other than the author of the report should be designated as a "preface" and should end with the name of the person making the introductory remarks typed in the same form as a signature block for a letter, e.g.,

Horace M. Dowell
Executive Director
XYZ Planning Board

Organizing the Body of the Report

The following general organizational format has been used in several reports. It may suggest a form and order of presentation that will fit your study.

a. Abstract - succinct statement of major findings, observations and suggestions

b. Introduction - general description of project; relation to overall problem of resource development; statement on methodology.
c. Objectives - concise statements of what project seeks to accomplish.
d. Description of Project Area - location, geography, land utilization, population statistics, industries, agriculture, water resources, transportation systems, shifts in economy, etc.
e. Findings - presentation of content and substance of project activities. Primary attention to case histories, actual happenings, statistical data, analytical models, interviews and accurate documentation is essential.
f. Conclusions - inferences drawn from data presented in preceding section.
g. Recommendations - these should grow out of conclusions; concise explanation of recommendations and methods of implementation.
h. Supplemental materials (appendix)
   (1) Acknowledgements - list of people (other than the project advisory committee) consulted or assisting with project.
   (2) Bibliography - list of books, articles, or other information sources cited in body of report or pertinent to objectives of study.
   (3) Tables, charts, diagrams.
   (4) Detailed descriptions of analytical models.

Review and Approval of Reports

All reports must be reviewed and approved by the host organization and by RDIP prior to publication. Delays in obtaining RDIP approval of a report that is ready for publication can usually be avoided by sending RDIP a photocopy of early drafts for comment and suggestions. Once the report has been accepted as satisfactory by the host organization (disregarding minor editorial revisions), the project supervisor should send RDIP a letter formally noting acceptance of the report by the host organization and authorizing release of the final stipend payment to the intern.

Preparing Reports for Reproduction

Reports which have been reviewed and approved by the host organization and by RDIP should be typed in final form for reproduction. Reports to be printed by RDIP should be typed "camera ready" on $8\frac{1}{2}$" x 11" white paper. If possible an electric typewriter should

be used to insure a consistent, sharp imprint. Unless the report is extremely short (fewer than 20 pages in double space), it should be single spaced for publication. Type only on one side of each sheet.

If oversize pages, such as maps or charts, are to be included, they should be reduced to 8½" x 11" size or cut into sections which are properly keyed to fit together. Colors, photographs, or other materials requiring special printing techniques can be included in RDIP-printed reports but will require special advance arrangement with RDIP and reimbursement for the extra cost involved.

In general, reports should be single-spaced with double spacing between paragraphs and with margins large enough to permit binding. Major headings should be all capital letters, centered, and at the beginning of a new page. Subheadings should be in initial capitals and lower case, flush left, and underlined. Page numbers should be centered one inch from the bottom. However, any accepted and consistent style may be adopted. Numerous manuals of style for preparation of technical papers and reports are available through commercial channels.

Within budget limits, RDIP will be flexible to meet the needs and interests of host organizations and interns. Special problems or requests should be referred to the RDIP staff.

Distribution of Copies

Reports are typically published in quantities of 100 or more. RDIP requires 15 copies for its own distribution to key depository libraries, RDIP permanent file, EDA headquarters and regional offices, and other recipients. RDIP may also print, or request to be printed, additional copies of selected reports at its own expense. Interns receive 5 copies of the report from the host organization. Each member of the project advisory committee should also receive one copy of the report from the host organization. The host organization should obtain enough copies to satisfy the intended usage; however, experience indicates that per copy costs are quite low once the fixed costs have been incurred and that 100 copies for the host organization is rarely too many.

Under certain unusual circumstances, RDIP will consent to the designation of a report "for internal use only" if there is strong justification; however, RDIP requires that it, the intern, and the advisory committee receive copies in the quantities required for regularly published reports.

APPENDIX D

PROJECT CHECKLIST

The following is an outline of the steps involved in carrying out an RDIP internship project. For simplicity it is broken into three major phases: before the intern arrives, getting underway, and wrapping up the project.

Before the Intern Arrives

Set broad objectives for the project.
Organize a project advisory committee.
Set specific targets for the project and outline alternative methods of approach.
Discuss project plans with RDIP staff and obtain RDIP approval of the project, if desired.
Recruit and select a qualified intern.
Arrange for work space and support services (typing, drafting, etc.) for the intern.
Arrange transfer of funds to RDIP for stipend payments, if desired.
Organize background materials regarding the organization and the project that will help orient the intern. (If possible, send them to the intern in advance of his arrival.)

Getting Underway

First day: Introduce intern to key personnel; provide orientation on the organization, its overall mission, and its relation to other organizations; hold "kick-off" meeting of advisory committee to go over project plans and allow intern to get acquainted with committee members; deliver first stipend check to the intern and check to make sure he has found living quarters, etc.
First week: Intern prepares project workplan and report outline with assistance and recommendations of project supervksor and committee members. Intern begins background research.

Second week: Copy of completed and approved workplan and outline should be sent to RDIP. Field work (if any) and analysis begins. Throughout the project, the intern and project supervisor will meet on a regular basis to review progress, discuss problems, and adjust workplan and report outline, if necessary. In the event of major adjustments to workplan, RDIP should be notified as soon as possible.

Third through Ninth week: Intern will continue and complete field work and project research. In addition, rough drafts of report sections on background and methodology should be prepared and reported to project supervisor and committee members.

Wrapping Up

Tenth week: Intern and supervisor agree on final structure of the report and develop time table for its completion. Any remaining field work and analysis is completed and rough draft of report is prepared for circulation at host agency.

Eleventh week: Draft of report is circulated for comments and suggestions to organization staff, advisory committee and RDIP while preparation of tables, charts, etc. is completed by intern. At this time, it may be necessary to complete any additional field work shown necessary during writing of draft.

Final week: Final revised draft of report is reviewed and approved by host organization and RDIP. Upon approval of the report, the agency-supervisor notifies RDIP and authorizes the release of the final stipend payment.

Report is typed in final form, published, and distributed. If delays occur, RDIP staff is notified promptly; work schedules are rearranged to assure completion; RDIP deadline changes are proposed, if necessary.

Intern receives certification of completion (on RDIP-approved projects).

Intern and members of advisory committee evaluate project on RDIP questionnaires.

If project is not satisfactorily completed, RDIP terminates project and intern returns project materials to the organization.

APPENDIX E

A NOTE ON PHOTOS AND PUBLICITY

RDIP solicits the help of its interns and host organizations in creating a visual record of the internship program and the variety of experiences it provides for interns. Take pictures that will help show what internships are like and forward them to RDIP for use in future publications and promotional activities.

Snapshots of "interns in action" -- meeting with local officials, talking with local citizens, working on project activities, etc. -- will help tell the story of internship activities better than words alone can do. At the local level, pictures also provide a record for the intern, a means of stimulating local interest and publicity, and a useful asset in recruiting future interns. Professional photos are ideal, of course; but ordinary candid snapshots often work very well and are usually easy to get without much bother.

When sending pictures for RDIP's use, please identify the people in each picture and indicate in a cover letter that RDIP is authorized to use the pictures for publications relating to the internship program and that the pictures are not subject to prior copyright.

Copies of local news releases or items that appear in local newspapers regarding the internship should also be sent to RDIP whenever possible.

The release of publicity concerning specific internship projects is at the discretion of the host organization involved. However, upon request, RDIP will provide information and other assistance in preparing local news releases. RDIP may refer to individual projects in discussing its total program in a state or larger territory in materials it may release to the press.

APPENDIX F

COMPLETED INTERN PROJECTS

"A preliminary assessment for community-based study programs in local architecture". James R. Allen, Western Illinois University. Institute for Regional, Rural and Community Studies, Macomb, Illinois. (Titus Karlowicz)*

"The feasibility of a student internship program for West-Central Illinois". John B. Todd, Western Illinois University. Institute for Regional, Rural and Community Studies, Western Illinois University, Macomb. (Donald Griffin)

"Internship concepts and applications:a report to the Center for Urban Affairs, Indiana University". Charles Kuhlman, Indiana University. Center for Urban Affairs, Bloomington, Indiana. (Michael J. Armer)

"The resources of Greene County, Indiana:a fact book for industrial & recreational investment". Randal Scott, Indiana University. Greene County Community Development & Manpower Committee, Linton, Indiana. (Warren Onken)

"A park and recreation plan for Parke County, Indiana". Kelley Beckes, Indiana State University. West Central Indiana Economic Development District, Inc., Terre Haute. (Jerry Dooley)

"A proposal for protection and enhancement of the Thunder Bay River". John McCarthy, Michigan State University. Northeast Michigan Regional Planning and Development Commission, Rogers City. (Gerald Fairbanks)

"Project evaluation system". Andrew Paul Nigrini, Michigan State University. Northwest Michigan Regional Economic Development District Commission, Traverse City. (William Rowden)

"A report of 1968-1970 labor force, employment and personal earnings and income for the Central Upper Peninsula Planning and Development District". James Hartwig, Northern Michigan University. Central Upper Peninsula Planning & Development District, Escanaba. (George Rusch)

"A study of tourism potentials in Northeastern Michigan". Kurt Ries, Michigan State University. Northeast Michigan Regional Planning & Development Commission, Rogers City. (Gerald Fairbanks)

* Project listing shows title, intern and school, host organization, and project supervisor.

"A catalogue of community-based internships administered by the University of Minnesota". Thomas Gooding, University of Minnesota. Living-Learning Center, University of Minnesota, Minneapolis. (Thomas Walz)

"Community development data". Beth Marhsall, Southeast Missouri State College. Bootheel Regional Planning Commission and Economic Development Council, Malden, Missouri. (Phillip Shelton)

"Economic implications of the Lakes Country Region's population & Labor Force". Robert N. White, Southwest Missouri State University. Lakes Country Regional Planning Commission, Republic, Missouri. (Glenn Griffin)

"Lake of the Ozarks Regional Planning Commission". John W. Edwards, Jr., University of Missouri. Lake of the Ozarks Regional Planning Commission, Camdenton, Missouri. (Daryold Arnall)

"Law enforcement". Douglas Berlin, University of Missouri at Rolla. Meramec Regional Planning Commission, Rolla, Missouri. (Harold Bray)

"The lakes project -- an idea". Warren Pflantz, University of Missouri. Ozark Foothills Regional Planning Commission, Ellsinore, Missouri. (Gaylon Watson)

"State of the region". Mike Jinks, University of Nebraska. Kaysinger Basin Regional Planning Commission, Clinton, Missouri. (Hal Taylor)

"An inventory and analysis of the law enforcement needs in the South Central Ozark Regional Planning Commission Area". H. Lynn Henry, University of Missouri. South Central Ozark Regional Planning Commission, West Plains, Missouri. (Arthur Gutfahr)

"Industry and industrial sites in the Southeast Missouri region". Brian J. Balsman, Southeast Missouri University. Southeast Missouri Regional Planning Commission, Perryville. (Thomas Tucker)

"Missouri 1971 visitors' survey". Linda Venter, University of Missouri. Missouri Tourism Commission, Jefferson City. (Jack Jones)

"Industrial sites study: Ozark Gateway Regional Planning Commission". James England, University of Missouri. Ozark Gateway Regional Planning Commission, Joplin, Missouri. (Jack Williams)

"Determination of local labor force information". Harlan Abrahams, University of Nebraska. Division of Industrial Research & Information Services, Nebraska Department of Economic Development, Lincoln. (Donis Petersan)

"Attitude and perception study of rural North Dakota". John Sem, North Dakota State University; Karen Olson, North Dakota State University; Allen Muggli, North Dakota State University; Rodney Halvorson, Moorhead State College, Minnesota. Graduate Program in Community & Regional Planning, North Dakota State University, Fargo. (Earl Stewart)

"A community facility survey". Sarah S. Boros, Kent State University. Buckeye Hills-Hocking Valley Regional Development District, Inc., Marietta, Ohio. (John Beasley)

"Industrial site survey". Richard E. Jackson, Ohio University and Clyde F. Wootton, Marietta College. Buckeye Hills-Hocking Valley Regional Development District, Inc., Marietta, Ohio. (John Beasley)

"Public recreation and tourism study". Shirley Kennedy, University of Pittsburg. Tuscarawas Valley Regional Advisory Committee, Cambridge, Ohio. (Harry Smock)

"Selected industrial sites of the Tuscarawas Valley Appalachia Development District". George Cary Dice, Miami University. Tuscarawas Valley Regional Advisory Committee, Cambridge, Ohio. (Harry Smock)

"Community facilities report". Mark Albrecht, Bowling Greene University. Tuscarawas Valley Regional Advisory Committee, Cambridge, Ohio. (Harry Smock)

"The potential of recreation as an industry in the Ohio Valley Development District". Francis D. Balmert, University of Notre Dame. Ohio Valley Regional Development Commission, Portsmouth. (Donald Buckley)

"A guide to industrial sites along the corridors of the Appalachian Highway within the Ohio Valley Development District". Robert P. Walker, Jr. , Ohio State University. Ohio Valley Regional Development Commission, Portsmouth. (Donald Buckley)

"The uses of land for residential purposes". Michael Lee Cervay, University of Cincinnati. Ohio Valley Regional Development Commission, Portsmouth. (Donald Buckley)

"Circuit-breakers on farm-property-tax overload in South Dakota". Gordon Vande Voorde, South Dakota State University. Governor's Tax Council, South Dakota. (Allyn Lochner)

"South Dakota information network LSCA - Title III". Diane Jones, University of South Dakota. South Dakota State Library Commission, Pierre. (Mercedes MacKay)

"South Dakota retail sales tax". Clyde Saukerson, Georgetown University. Office of the Budget, Pierre, South Dakota. (Davis Quenzer)

"Interns for South Dakota". Thomas Maher, Cornell. State Planning Agency, Office of the Governor & South Dakota Academic Resources Council, Pierre. (Lynn Muchmore)

"Constitutional barriers to trends in local government modernization". Claudia Lewis, South Dakota State University. Constitutional Revision Commission, South Dakota. (J. P. Hendrichson)

"Microfilm: an agency's tool for modern records control". Pam Neuharth, Augustana. Commissioner of School and Public Lands, Pierre, South Dakota. (Ralph Ginn)

"Moving forward: a plan for library services". Ken Meier, University of South Dakota. South Dakota State Library Commission, Pierre. (Mercedes MacKay)

"Corner of concern: a survey of need and social service availability in the North Sioux City/McCook South Dakota Locality". Wesley Madsen, University of Nebraska and Michael Slattery, University of Nebraska. Department of Public Welfare, Yankton, South Dakota. (Charles Westin)

Internal Report - Environmental Policy for South Dakota. Dave Knudson, Harvard University. Legislative Research Council, Pierre, South Dakota. (Mike Ortner)

"Industrial site map - Northwestern Wisconsin Region". Charles Skoraczewski, Northland College. Northwestern Wisconsin Regional Planning & Development Commission, Spooner. (Charles Tollander)

RESOURCE DEVELOPMENT INTERNSHIP PROJECT
1972 PROJECTS

TOPIC	STUDENT AND UNIVERSITY OF ENROLLMENT	SPONSOR
ILLINOIS		
The Critical Manpower Resource in West Central Illinois	William R. Smith Undergraduate-Political Science Western Illinois University	West Central Illinois Regional Council of Public Officials & Institute for Regional, Rural, and Community Studies
The Critical Manpower Resource in West Central Illinois	Jon S. Schneider Undergraduate-Political Science Western Illinois University	West Central Illinois Regional Council of Public Officials & Institute for Regional, Rural, and Community Studies
Industrial Community Profiles for Three Illinois Communities	Steven Babcock Graduate-City & Regional Planning Southern Illinois University	Hoopeston, Milford and Watseka Chamber of Commerce
Historic Sites & Planned Tourism Development; The Case of Bishop Hill, Illinois	J. Michael Hobbs Graduate-History Western Illinois University	Bishop Hill Heritage Association
A Plan for Developming Tourism through Historic Resources in McDonough County, Illinois	Mary Ellen Bement Graduate-Education Western Illinois University	McDonough County Historical Society and Macomb Beautiful
Assist Mayor in Village Self-Help Programs	Donald Kelley Law Student Indiana University	Mayor's Office - Village of Phoenix
Assist Mayor in East Chicago Heights Self-Help Programs	Tyrus Bingham Law Student Indiana University	East Chicago Heights Mayor's Office
Design Citizen Community Information Materials and aided process of establishing police force education program	James Saywers Undergraduate-Radio & Television Indiana University	East Chicago Heights Police Department
The Design and Initiation of Summer Youth Programs	Saundra Thurman Graduate-Forensic Studies	East Chicago Heights Community Services Center

TOPIC	STUDENT AND UNIVERSITY OF ENROLLMENT	SPONSOR
INDIANA		
Compendium on Public Finance in Indiana	Gregory Petry Undergraduate-Secondary Education Indiana University at South Bend	Indiana State Commission on Tax and Financing Policy
Feasibility of Regional Sanitary Land Fills	John Scholl Graduate-Economics Indiana State University	West Central Indiana Economic Development District, Inc.
Regional Economic Development Research	John Cornwell Undergraduate-Business Indiana State University	Crane Center for Economic Development
Regional Economic Development Research	Jo Ann Conner Undergraduate-Business Indiana State University	Crane Center for Economic Development
IOWA		
Workable Development Program for Mount Pleasant, Iowa	Barbara Karshmer Law Student U.C.L.A.	Iowa Center for Regional Progress - Midwest Research Institute
Assistance in Determining Priorities for Area Development in Cedar Rapids, Iowa	Kenneth Stern Law Student U.C.L.A.	Iowa Center for Regional Progress - Midwest Research Institute
Identification of Research and Development Facilities in Iowa	John Lorence Graduate-Political Science Iowa State University	Iowa Development Commission

TOPIC	STUDENT AND UNIVERSITY OF ENROLLMENT	SPONSOR
KANSAS		
Workable Development Program for Beloit, Kansas	Bruce Steele Law Student U.C.L.A.	Kansas Center for Regional Progress - Midwest Research Institute
Developing Educational Programs for Mexican-American Migrant Workers	Elizabeth Gutierrez Graduate-Political Science University of Kansas	Kansas Council of Agricultural Workers and Low-Income Families
Role of Clientele Participation in Community Projects	Mary Youle Undergraduate-Political Science University of Kansas	Kansas City Planning Department
MICHIGAN		
Land Use Zoning and Land Development Planning	Charles Haubenstricker Graduate-Urban Planning Michigan State University	Delhi-Township Planning Commission
Regional Forecasting Techniques	James Hamm Graduate-Political Science Western Michigan University	Central Upper Peninsula Planning and Development District
A Proposal for Meeting the Information Needs of Recreationists on Michigan's Au Sable River	Gregory Buhyoff Graduate-Outdoor Recreation University of Michigan	NE Michigan Regional Planning and Development District
A Proposal for Meeting the Information Needs of Recreationists on Michigan's Au Sable River	Rick Knopf Graduate-School of Natural Resources University of Michigan	NE Michigan Regional Planning and Development District
Background Studies in Dewitt Township, Michigan	Mark Alpers Graduate-Urban Planning Michigan State University	Tri-County Regional Planning Commission
Background for Planning: Watertown Charter Township	James P. Fleischmann Graduate-Urban Planning Michigan State University	Tri-County Regional Planning Commission

TOPIC	STUDENT AND UNIVERSITY OF ENROLLMENT	SPONSOR
MICHIGAN (con't)		
A Recreational Development Plan for an Island Community	Gloria Woodard Graduate-Urban Planning Michigan State University	Grosse-Ile Township Regional Planning Commission
Planned Residential Development Package for Sterling Heights	Thomas Bird Graduate-Urban Planning Michigan State University	Sterling Heights City Planning Commission
Land Use Survey and Model Zoning Ordinance Revisions	Hans Sudar Undergraduate-Urban Planning Michigan State University	Wyoming City Planning Commission
Economic Analysis of Industries with Potentials	Douglas Larson Graduate-Public Policy University of Michigan	Department of Commerce - Office of Economic Expansion
The Wastewater Management System Potential for Economic Expansion & Environmental Protection in Muskegon County, Michigan	J. David Mullan Graduate-Agricultural Economics Michigan State University	Department of Commerce - Office of Economic Expansion
MISSOURI		
Law Enforcement and Health Care Plans	Michael Covington Undergraduate-Law Enforcement NE Missouri State College	Boonslick Regional Planning Commission
Land Use Plans for Proposed Meramec Lake & Adjacent Areas	Gordon Erickson Graduate-Enviornment & Plan. Engineering University of Missouri at Rolla	Meramec Regional Planning Commission
Land Use Plans for Proposed Meramec Lake & Adjacent Areas	Roy Wagner Graduate-Geological Engineering University of Missouri at Rolla	Meramec Regional Planning Commission

TOPIC	STUDENT AND UNIVERSITY OF ENROLLMENT	SPONSOR
NEBRASKA		
Goals for Nebraska: Analysis of State Plans; Statewide Attitude Survey	Paul Schudel, Marcia Strand Undergraduates-Political Science University of Nebraska	Nebraska Department of Economic Development
Opportunity for Expansion of the Chemical Industry in Nebraska	Mark Young Undergraduate-Chemical Engineering University of Nebraska	Nebraska Department of Economic Development
Profile of Rural Small Town Migration	George Ward Graduate-Political Science University of Nebraska	Nebraska Department of Economic Development Office of Planning and Programming
Community Data Collection: Town and Country Profiles	Bruce Warren Graduate-Political Science University of Nebraska	Nebraska Department of Economic Development Division of Community Affairs
OHIO		
Comparative Study of the Development of Private and Public Sector Profit Making Corp.	Sheryl Cole Undergraduate-Political Science Ohio State University	Bureau of Resource Management-Department Of Development
Model Cities Youth and Economy Survey	Lawrence Elliott Graduate-Economics University of Cincinnati	Cincinnati Demonstration Agency
Rural Housing Site Selection Index	Joseph Zak Undergraduate-Business Administration Bowling Green State University	Community Center Organization of Scioto County, Inc.
Impact Evaluation of Community Action Programs	Eric Andrews Graduate-Political Science University of Toledo	Economic Opportunity Planning Association of Greater Toledo

TOPIC	STUDENT AND UNIVERSITY OF ENROLLMENT	SPONSOR
OHIO (con't)		
Comprehensive Survey of Available Facilities	Elaine Carnahan Undergraduate-Social Work Kent State University	Kno-Ho-Co Community Action Commission
Health Research Project	Clifton McConnell Graduate-Geography Ohio University at Athens	Licking Economic Action Development Study
Housing-A Case Study of the Housing Market in a Model Cities Community	Robert Edmundson Undergraduate-Psych/Sociology Ohio University-Belmount Campus	Martins Ferry Neighborhood Development Corporation
Legal Barriers to Justice in the Ghetto	Todd Liming Undergraduate-Pol. Sci./Sociology Whittenberg University	Model Cities Comprehensive Legal Service
Land Capability Inventory	Terry Schaich Graduate-International Affairs Tufts Univ., Medford, Mass.	Ohio Valley Regional Development Commission
Manpower Research-Changes in Manpower Utilization	Nancy Wucinik Undergraduate-Sociology Kent State University	Stark County Council for Economic Opportunity
Comprehensive Child Development Survey, Plan and Implementation Program	Jane Ann Harstine Graduate-Man's Environment Relations Penn State University	Tuscarawas Valley Regional Advisory Committee
Profile: Trumbull County 16-25 Year Old School Dropouts	Andrew Sonderman Undergraduate-Political Science Kent State University	Warren-Trumbull Council of Economic Opportunity

TOPIC	STUDENT AND UNIVERSITY OF ENROLLMENT	SPONSOR
SOUTH DAKOTA		
Legislative Drug Abuse Survey	Steven Long Undergraduate-Sociology University of South Dakota	South Dakota Board of Charities and Corrections
Wet Lands Inventory Lake County	William Williams Undergraduate-Pre-Med. South Dakota State University	South Dakota Game, Fish, and Parks Department
Legislative Research in Public Relations for Governor's office	Donald Porter Undergraduate-Government University of Notre Dame	South Dakota Executive Office
Assisted Council in Developing young audience concerts and rent-a-poet project	Judy Pugh Undergraduate-Music Education University of South Dakota	South Dakota Arts Council
Analysis of Legislative Effect on Poverty in South Dakota	Neil Carsrud, David Carter, Arlie Brende Law Students University of South Dakota	State Economic Opportunity Office
Implementation of Environmental Education in Public School Curriculum	Mark Marshall Graduate-Chemistry South Dakota State	South Dakota Department of Public Instruction
Updating and Revising Workmen Compensation Act	Roy Wise Law Student University of South Dakota	South Dakota Division of Labor and Management Relations
Developing Public Relations Material for Commission	Carol Chalberg Undergraduate-Political Science South Dakota State	South Dakota Commission on Mental Health and Mental Retardation

TOPIC	STUDENT AND UNIVERSITY OF ENROLLMENT	SPONSOR
SOUTH DAKOTA (con't)		
Comprehensive Mental Health and Mental Retardation Plan	Prudence Ann Slaathaug Undergraduate-Psychology Columbia University	South Dakota State Planning Agency
Preparation of Administration Instructive Code for Board of Regents	Richard Buckles Undergraduate-Business Adm. University of South Dakota	South Dakota Board of Regents
Three Point Pay Plan for South Dakota	Bob Ryan Undergraduate-Social Science Dakota State College	South Dakota Division of Personnel
	Fred Lillibridge Undergraduate-History/Educ. University of South Dakota	
	Lynn Klocker Undergraduate-Speech/Drama South Dakota State	
	Gay Simon Undergraduate-Civil Engn. South Dakota School of Mines	
Research-Methodology--Physical Facilities	Morgan Simpson Undergraduate-Economics Augustana College	South Dakota Commission on Higher Education Facilities
Research and Program Development	Edward Leahy Undergraduate-Government University of South Dakota	South Dakota Municipal League
Study of Personnel Re-Organization with analysis of Present Structure and Programs	Harley Duncan Graduate-Political Science South Dakota State University	Citizens Commission on Executive Re-Organization

TOPIC	STUDENT AND UNIVERSITY OF ENROLLMENT	SPONSOR
SOUTH DAKOTA (con't)		
Human Service Problems	Tim Schreiner Undergraduate-sociology/pol. sci. University of South Dakota	South Dakota Office of the Budget
	Danny Crippen Undergraduate-Government & Math University of South Dakota	
	Harlow Hyde Graduate-Business Administration University of South Dakota	
	Cindy Ball Undergraduate-Government, Law Enforcement University of South Dakota	
WISCONSIN		
Community Profiles- Northwest Wisconsin Region	Allan Hagen Undergraduate-Math & Business Adm. Northland College	NW Wisconsin Regional Planning and Development Commission

APPENDIX G

PROFILE OF SUMMER PROJECTS AND INTERNS

	1971	1972
1. Intern:		
Number of interns certified	49	75
Sex:		
Male	40	58
Female	9	17
Education:		
Graduate students	19	37
Undergraduate	30	38
2. Interns' Field of Study		
Planning, etc.	8	10
Business and Economics	7	10
Political Science and Government	6	20
Law	5	9
Geography	4	1
Education	4	3
Behavioral Science (Soc., Psy., etc.)	4	9
Social Work	3	1
Engineering	3	3
Geology	1	0
Recreation	1	1
Art History	1	0
History	0	2
English, Speech, Drama	1	1
Radio and T.V.	1	1
Pre-Med.	1	1
Chemistry	0	1
International Affairs	0	1
Public Policy	0	1
3. Type of Sponsoring Agency		
Economic Development-multi-county district	24*	17
EDA Qualified County (committee sponsor)	1	3
State Agencies	15	31
University Based	9**	
Local Community Agencies (Chamber of Commerce, local government, etc.)		20

	1971	1972
4. General Subject of Intern Report		
Industrial Sites, Land Use, Planning	8	16
Community (District) Profile, Economic Development, etc.)	8	7
Tourism, Recreation	7	5
Housing		3
Internship Feasibility, Evaluation, or Administration	6	
Small Town - Rural Attitudes (North Dakota Project)	5	
Law Enforcement	2	3
Tax Analysis and Public Finance	2	1
Library Planning	2	
Management Planning - Research		8
Welfare, Mental Health, etc.	2	5
State, Local Government Research		3
Other (labor supply, local architecture project evaluation, constitutional revision, highway, environment, education)	7	24
Total	49	75

* includes 9 in each of Ozark and Appalachian Regional Districts
** includes 5 interns in one project conducted out of the North Dakota State University Graduate Program in Community and Regional Planning

APPENDIX H

SELECTED COMMENTS FROM INTERNS AND ORGANIZATIONS

The following quotations are excerpts from project evaluation questionnaires and from unsolicited letters. Some quotations have been modified slightly in order to omit names of particular interns or organizations.

"The intern has done an excellent job for us, and we are happy with the relationship that has developed with his university. I want to express my appreciation also to your office for the excellent cooperation that has been received during the summer. You have been very responsive to our needs and it has assisted us greatly in doing the job that we wanted to do."

"The second benefit of the program is the valuable experience that it offers an intern. For example, I have had the intern in several classes related to the kind of project he undertook, but it was impossible for me to get across to him (or any other student in the class) the empirical and methodological problems associated with research. This first-hand experience was indeed valuable here."

"The project, in my opinion, was very successful. Much of the success must be credited to the excellent work done by the intern. We plan to use the results of the study in our work by preparing and publishing a brief summarization of this study, which will then be distributed to local development groups."

"And another by-product, the college will discuss the possibility of instituting a two year course, leading to an Associate Degree in Law Enforcement, designed so all subjects can be credited to a regular BA in Political Science. It will give us an opportunity to upgrade the educational attainment of Law Enforcement personnel."

"The committee reviewed and accepted contents of the report during the final August meeting. One hundred and eighty-seven copies will be printed. The distribution will follow that suggested in RDIP's guidelines. Considerable additional copies over the required amount are being printed to meet with the requests that have already been made."

"It is quite evident that the intern program provides a very worthwhile experience for students who would continue their academic training. While I am sure others not intending to return to academia would also benefit from experiences in this project, nevertheless, the value to a returning student far outweighs the usefulness of the project in terms of practical experiences that can then be related to additional studies."

"Our intern was able to supply a great amount of information to the Regional Planning Commission which will be very helpful and will save considerable time for our permanent staff. This alone justifies the time spect on the profile program as far as I am concerned."

"As a result, I feel that he not only matured considerably, but developed an interest in resource development that will extend to his future research activities. In passing, I would add that the intern has developed a thesis topic which deals with rural development; this is a direct outgrowth of his summer's participation in the internship program."

"Our intern ranked very high with us. He is seeking a masters in history and entered an area of research in which he had a limited amount of background and knowledge and yet he performed very well. I would like to have him back next summer!"

"Outgoing personality, technical competence in area studies, ability to accept responsibility, neat appearance, objectivity, initiative. - The intern was very well adapted to the intern program and possessed all of the above traits as well as a keen interest in his chosen field of planning. He attended many after hours meetings, some not related to his project, in pursuit of knowledge about the planning process."

"One of the most important aspects of this summer's program was that it allowed me to have a person who was not a trained regional planner undertake a research project and prove that for future staffing I can hire people trained in

other fields to carry out our program. The intern's area of concentration is history. I feel that he did an admirable job in his undertaking."

"Since we have a staff of only three full-time people (secretary, draftsman and myself), we often do not have the time necessary to make personal contact with our membership. Our intern was able to provide much of the contact that has been lacking. He also collected a considerable amount of data which will be valuable to several of our current undertakings through his completion of the community profiles."

"Basically, the internship program provides two important kinds of benefits. First, it provides an inexpensive way for local development groups to seek talented help for possible answers to certain local problems. It is doubtful if the summer project or similar projects would be undertaken without the internship program by RDIP or similar agencies."

"The final report is, in the view of both my Board of Directors and my staff, an outstanding example of first class industrial site work. In fact, it is in almost every respect far superior to work done by professional consulting firms currently working in the field of industrial development in this state. Needless to say, the final published report will be of extreme value to the people of our Region."

"The Commission has wished to undertake this study for some time and, in fact, has it as one of the items on its OEDP Work Program. Limitations of staff and funds have made it impossible till now, for us to become involved with the study. The intern's service with us during the past summer has been very valuable in providing the extra staff time to allow this study to get underway. In the next few years we would like to build upon this basic framework and expand from the inventory of existing and proposed recreational facilities into a Phase II and Phase III study indicating the continued needs of the District and steps necessary to develop a viable recreation industry. The Commission is now working with county committees of USDA personnel who are interested in the recreational program and who will give the study wide distribution throughout our eleven counties."

"In many respects I feel that the intern learned more during his summer with us than did our other interns -- for one thing he immediately returned to his college with a request that they add rural and regional development and planning courses to their curriculum -- and he is interested in returning to this area to work again.

"I would also like to comment that officials of EDA's Regional Office have also seen portions of the report and are using it, in draft form, to make industrial site referrals to Business Loan applicants interested in this District. They have been most complimentary of the report and have shown it to District Directors from other states as an example of the type of information they need from each EDD. Needless to say, I approve this study."

"This summer has been an unique learning experience. The enormous satisfaction and feeling of accomplishment that comes with being able to utilize some of the knowledge one has obtained from college makes the Internship Program invaluable. Thank you very, very much."

"It is my sincere hope that the Commission will be offered an opportunity to participate in an intern program again next summer."

"We are very pleased with our experience with the internship program this summer. A attribute of the internship program is lack of strings attached. Its flexibility allows specific needs of the sponsoring organization to be met.

"Our intern has provided contact with these local officials and from what I have gathered, he has made a favorable impression upon them. Thus, the internship program has enabled me to stretch my staff capability considerably."

"The summer interns we have in our office have definitely been an asset to us. This type or work experience for college students will result in a better understanding of the problems faced by those in places of leadership, help to solve some of these problems, give the interns the satisfaction of performing a responsible piece of work by meeting and working with the public. There is a definite need for continuation of the internship program. In our office we could use intern help on the problems of housing, the environment, education, etc."

"We approached our first experience with an internship program with some misgivings. As this first program is drawing to a close, I feel that it has been quite beneficial both from the viewpoint of the Commission and the expanded background it has provided the intern."

"In our opinion it has been very constructive and helpful in our overall scope of services to our regional members. We would very much like to see this type of program continued

and even expanded for more indepth study projects such as small community governmental services."

"We would make two suggestions regarding the program. First, we believe it merits consideration for college credit. Secondly, it would be advantageous to both our organization and a qualified student, to have the program extended throughout the calendar year."

"The document prepared for us by the intern is extremely important but perhaps even more important, is the practical knowledge and experience gained by the intern -- we feel it will be of great benefit to him in his chosen profession. The program also afforded us an excellent opportunity to involve some of our leading citizens in the work of the Commission through their participation as members of the internship Advisory Committee."

"We are extremely pleased with the job the intern has done on this project and feel certain it will qualify the county for the funding program as well as provide them with an excellent guide for future park and recreation development."